

ISSP 1999 Germany: Social Inequality III ; ZUMA report on the German study

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Social Inequality III
ZUMA Report on the German Study
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1 The International Social Survey Programme

The International Social Survey Programme (ISSP) is a continuing annual programme of cross-national collaboration. It brings together pre-existing social science projects and coordinates research goals, thereby adding a cross-national perspective to the individual national studies.

It started late in 1983 when SCPR,¹ London, secured funds from the Nuffield Foundation to hold meetings to further international collaboration between four existing surveys - the General Social Survey (GSS), conducted by NORC in the USA, the British Social Attitudes Survey (BSA), conducted by SCPR in Great Britain, the Allgemeine Bevölkerungsumfrage der Sozialwissenschaften (ALLBUS), conducted by ZUMA in West Germany and the National Social Science Survey (NSS), conducted by ANU in Australia. Prior to this, NORC and ZUMA had been collaborating bilaterally since 1982 on a common set of questions.

The four founding members agreed to (1) jointly develop modules dealing with important areas of social science, (2) field the modules as a fifteen-minute supplement to the regular national surveys (or a special survey if necessary), (3) include an extensive common core of background variables and (4) make the data available to the social science community as soon as possible.

Each research organisation funds all of its own costs. There are no central funds. The merging of the data into a cross-national data set is performed by the Zentralarchiv für Empirische Sozialforschung, University of Cologne. Since 1996, the archive has been aided in its work by ASEP, one of the Spanish member institutes in the ISSP.

To date, the ISSP has 38 members; the founding four - Australia, Germany, Great Britain and the United States - plus Austria, Bangladesh, Brazil, Bulgaria, Canada, Chile, Cyprus, the Czech Republic, Denmark, Finland, Flanders (for Belgium), France, Hungary, Ireland, Israel, Italy, Japan, Latvia, Mexico, the Netherlands, New Zealand, Norway, the Philippines, Poland, Portugal, Russia, Slovakia, Slovenia, South Africa, Spain, Sweden, Switzerland, Taiwan and Venezuela.

The annual topics for the ISSP are developed over several years by a sub-committee and are pre-tested in various countries. The annual plenary meeting of the ISSP then adopts the final

¹ In 1999 SCPR became NCSR (National Centre for Social Research).

questionnaire. ISSP questions need to be relevant to all countries and expressed in an equivalent manner in all languages. The questionnaire is drafted in British English and then translated into other languages.

The ISSP marks several new departures in the area of cross-national research. First, the collaboration between organisations is not ad hoc or intermittent, but routine and continual. Second, while necessarily more circumscribed than collaboration dedicated solely to cross-national research on a single topic, the ISSP makes cross-national research a basic part of the national research agenda of each participating country. Third, by combining a cross-time with a cross-national perspective, two powerful research designs are being used to study societal processes. The ISSP is also one of the few cross-national studies to conduct and publish study monitoring reports of the annual studies. These are appended to the relevant codebooks and are downloadable from the archive web pages.

2 Social Inequality III data sets archived to date

	ISSP members	ISSP 1999		ISSP members	ISSP 1999
1	Australia	1999-2000	20	Japan	1999
2	Austria	2000	21	Latvia	1999
3	Bangladesh	not fielded	22	Mexico	not yet member
4	Brazil	*	23	Netherlands	*
5	Bulgaria	1999	24	New Zealand	1999
6	Canada	1999-2000	25	Norway	1999
7	Chile	2000	26	Philippines	1999
8	Cyprus	1999	27	Poland	1999
9	Czech Republic	1999	28	Portugal	1999
10	Denmark	*	29	Russia	1999
11	Finland	not yet member	30	Slovakian Republic	**
12	Flanders	not yet member	31	Slovenia	1998
13	France	1999	32	South Africa	membership interrupted
14	Germany	2000	33	Spain	1999
15	Great Britain	1999	34	Sweden	1999
	Northern Ireland	1999	35	Switzerland	*
16	Hungary	1999	36	Taiwan	not yet member
17	Ireland	*	37	USA	2000
18	Israel	1999	38	Venezuela	joined ISSP in 1999
19	Italy	membership interrupted			

* data not included in merged dataset for technical reasons

** ought not to be in merged dataset for technical reasons

The addresses of the institutes and organisations involved in each country are provided in Appendix B, together with telephone, email and fax of principal contacts. For further information on the ISSP, see the ISSP web site (<http://www.issp.org/>).

3 ISSP Modules 1985-2002

1985	Role of Government I	Attitudes toward the government plus general political attitudes.
1986	Social Networks I	Ego-centred network survey in the Claude Fisher tradition ("to whom would you turn") plus a series of questions concerning the structure and composition of respondents' networks.
1987	Social Inequality I	Opinions and attitudes toward inequality in terms of rich and poor and privileged and underprivileged.
1988	Family and Changing Gender Roles I	Attitudes towards women as part of the labour force and possible conflicts with traditional roles of men and women in society, general attitudes to the family.
1989	Work Orientations I	General attitudes to work and leisure, work organisation and work content.
1990	Role of Government II	Replication of the main topics of Role of Government I (1985).
1991	Religion I	Attitudes towards traditional religious beliefs and topics now connected with secular social ideologies.
1992	Social Inequality II	Replication of the main topics of Social Inequality I (1987).
1993	Environment I	Attitudes to the environment, nature and pollution, together with questions assessing knowledge of science and environmental issues.
1994	Family and Changing Gender Roles II	A partial replication of Family and Changing Gender Roles I (1988), with new questions.
1995	National Identity I	Questions on attitudes to aspects of national life and culture, citizenship, minorities in society and to foreigners.
1996	Role of Government III	A partial replication of Role of Government II (1990), one third new.
1997	Work Orientations II	A partial replication of Work Orientations I (1989), one third new.
1998	Religion II	A partial replication of Religion I (1991), with new questions.
1999	Social Inequality III	A partial replication of the Social Inequality modules from 1987 and 1992, with new questions.
2000	Environment II	A partial replication of Environment I (1993), with new questions.
2001	Social Networks II	A partial replication of Social Networks I (1986), with new questions
2002	Family and Changing Gender Roles III	A partial replication of Family and Changing Gender Roles II (1994), with new questions.

Modules planned

2003	National Identity II (in preparation)	A partial replication of National Identity I (1995).
2004	Citizenship I (in preparation)	A new module.
2005	Work Orientations III (in preparation)	A partial replication of Work Orientations II (1997), with new questions.

4 Contents of the Social Inequality III Module

The 1999 module was a partial replication of the 1992 Social Inequality module which in turn was a partial replication of the 1987 study. The table below outlines the topics covered in the module and indicates which were new and which were replicated. The question numbers are given on the left in the first column. The variable labels in the second, seventh and ninth columns are those of the international data sets.

Table 1: Contents of 1999 module

1999			Abbreviated version of questions	1992 Study		1987 Study	
Question numbers	Variables	No. of Items		English question numbers	Variable 1992	English question numbers	Variable 1987
Career Advancement by means of Family Background and Networks							
1		2	How important is ...	1		1	
a	V4		Coming from a wealthy family	a	V4	a	V4
b	V5		Knowing the right people	g	V10	g	V10
Social Advancement by means of Effort, Intelligence, and Corruption							
2		3	Agree or disagree ...				
a	V6		People get rewarded for effort				
b	V7		People get rewarded for intelligence and skills				
c	V8		To get to the top, you have to be corrupt				
Legitimation of Inequality							
3		4	Agree or disagree ...	3		4	
a	V9		Inequality benefits the rich and powerful	c	V21	c	V21
b	V10		No one would study unless they earn a lot more money	d	V22	d	V22
c	V11		Differences in income necessary for prosperity	e	V23	e	V23
d	V12		Inequality exists because people don't join together	g	V25	g	V25
Views on Earnings and Incomes							
4	V13	1	Perceived deserved own earnings				
5		10	Perceived earnings of people in different occupations. How much do people earn:	4		5	
a	V14		Skilled factory worker	a	V26	f	V31
b	V15		Doctor in general practice	b	V27	b	V27
c	V16		Chairman (large national corporation)	d	V29	e	V30
d	V17		Solicitor	e	V30		
e	V18		Shop assistant	c	V28		
f	V19		Owner-manager (large factory)	h	V33		
g	V20		Judge (Germany's Federal Constitutional Court)	i	V34		
h	V21		Unskilled factory worker	j	V35	j	V35
i	V22		Cabinet minister (German federal government)	k	V36	k	V36
j	V23		Somebody with your occupation				
6		10	Perceived deserved earnings of people in different occupations. How much should people earn:	5		6	
a	V24		Skilled factory worker	a	V41	f	V42
b	V25		Doctor in general practice	b	V42	b	V38
c	V26		Chairman (large national corporation)	d	V44	e	V41
d	V27		Solicitor	e	V45		
e	V28		Shop assistant	c	V43		
f	V29		Owner-manager (large factory)	h	V48		
g	V30		Judge (Germany's highest court)	i	V49		
h	V31		Unskilled factory worker	j	V50	j	V46
i	V32		Cabinet minister (German federal government)	k	V51	k	V47
j	V33		Somebody with your occupation				

1999			Abbreviated version of questions	1992 Study		1987 Study	
Question numbers	Variables	No. of Items		English question numbers	Variable 1992	English question numbers	Variable 1987
Views on Earnings and Incomes contd.							
14		7	What should determine earnings ...	13			
a	V49		Degree of responsibility	a	V77		
b	V50		Number of years in education	b	V78		
c	V51		Whether job requires supervising others	c	V79		
d	V52		What is needed to support a family	d	V80		
e	V53		Whether person has children	e	V81		
f	V54		How well job is done	f	V82		
g	V55		How hard person works at the job	g	V83		
15	V56	1	Perceived justness of respondent's earnings. Is your pay just.				
Attitudes towards Income Inequality							
7		2	Agree or disagree ...	6		7	
a	V34		Differences in income too large	a	V56	a	V48
b	V35		Responsibility of government to reduce differences in income	b	V57	b	V49
8	V36	1	People with high income should pay a larger / same / smaller share of income in taxes than those with low incomes	8	V66	9	V58
9		2	Agree or disagree ...				
a	V37		Economic differences between rich and poor countries too large				
b	V38		Wealthy countries should make additional tax contribution to help poor countries				
Better Opportunities through Income							
10		2	Right or wrong that people with higher incomes can buy better ...				
a	V39		Health care				
b	V40		Education for their children				
Social Cleavages and Conflict among Groups							
11		5	How much conflict between ...	9		10	
a	V41		Poor and rich people	a	V67	a	V59
b	V42		Working class and middle class	b	V68	b	V60
c	V43		Management and workers	d	V70	d	V62
d	V44		People at top of society and people at bottom				
e	V45		Young people and older people	f	V72	f	V64
Current and Past Social Position							
12		2	Where would you put yourself on social scale (now)	10	V73	11	V65
a	V46		Where were you ten years ago				
b	V47						
13	V48	1	Level or status of your job compared to father's	11	V74	12	V66
Perceptions about and Preferences of Types of Society and Social Position							
			(Questions based on diagrams of society)				
16	V57	1	What type comes closest to Germany's society today	optional	V90		
17	V58	1	What should Germany's society be like	optional	V93		
18	V59	1	Where are you and your family	optional	V94		
19	V60	1	Where does an unskilled worker in a factory fit	optional	V95		
20	V61	1	Where does chairman (large national corporation) fit	optional	V96		

5 The German Module

The study description sheet below was submitted to the archive with the 1999 data. We expand somewhat on the information contained in this in sections which follow. A detailed questionnaire on the 1999 fielding was completed by ISSP members, including Germany, in 1999/2000 and will be available in 2002 on the GESIS web site. The German study monitoring questionnaire for the 1999 / 2000 modules is now available on the GESIS web site.

Table 2: ISSP Study Description Form: 1999 GERMANY

Study Title:	ISSP 1999 Germany – Social Inequality III			
Fieldwork Dates:	18.1.2000 – 31.7.2000			
Principle Investigator:	Dr. Janet Harkness, Prof. Dr. Peter Ph. Mohler			
Sample Type:	Names and addresses from registers of inhabitants kept by municipalities. Adults of 18 and older living in private accommodation.			
Fieldwork Methods:	Self-completion questionnaire, interviewer in attendance. Background variables were asked face-to-face.			
Context of ISSP Questionnaire:	Self-completion questionnaire following on from a 45 minutes face-to-face interview (ALLBUS). ISSP 1999 fielded in split with ISSP 2000.			
Sample Size:	1432			
Response Rates:	real numbers			
	N=3730	W=2558	E=1172	A – Total issued (total sample)
	N=518	W=373	E=145	B – Ineligible (address vacant, wrong ages, etc.)
	N=3212	W=2185	E=1027	C – (= A–B) Total eligible
	N=1432	W=921	E=511	D – Total ISSP 1999 interviews received
	N=1780	W=1264	E=516	E – (= C–D) Total non-response
	N=1325	W=916	E=409	F – Refusals
	N=61	W=51	E=10	G – Non-contact (never contacted)*
	N=172	W=110	E=62	H – Other reactions:
	N=49	W=31	E=18	H ₁ – interview not carried out correctly
				H ₂ – ill, incapable
Language:	German			
Weighted (yes/no):	No			
Weighting Procedure:	Sample for eastern Germany deliberately over-samples the five eastern federal states. If all of Germany is taken as the unit of analysis (rather than the eastern and western states) weighting is necessary.			
Known Systematic Properties in Sample:	None			
Deviations from ISSP Questionnaire:	None			
Publications:	Achim Koch, Martina Wasmer, Janet Harkness, Evi Scholz (2001): Konzeption und Durchführung der "Allgemeinen Bevölkerungsumfrage der Sozialwissenschaften" (ALLBUS) 2000, ZUMA-Methodenbericht 2001/05 (ALLBUS Methods Report 2001). For further information see ISSP bibliography on the ISSP homepage (http://www.issp.org/biblio.htm)			

* G – Sample unit (person) not contacted.

5.1 Translation of the Source Questionnaire

Three independent translations were commissioned, one by a free-lance simultaneous bilingual translator, one by a translation expert who teaches translation and also does translation, one by an inhouse researcher with good English, no translation experience. The three versions were reviewed and discussed inhouse (in committee) together with a fourth expert who is involved in survey research and is a survey translation expert. Replicated questions which could have been improved somewhat were not changed.

5.2 Sample

The ISSP modules for 1999 and 2000 (Social Inequality and Environment) were fielded together with the ALLBUS 2000 in a split. The ALLBUS sample in 2000 was designed to yield a representative sample of the adult population (18 years and older) living in private accommodation in Germany, including foreigners able to complete the questionnaire in German. The sample was drawn from official registers of inhabitants kept by municipalities throughout Germany in a two-stage design. First the communities and sample points were selected randomly and then named individuals randomly selected from each sampling point. Full details of the sample are presented (in German) in the methods report on ALLBUS 2000 (Koch et al. 2001).

5.3 Pre-testing

Infratest (now Infratest Sozialforschung NFO), the fielding agency, carried out pre-testing for the ALLBUS. No extra pre-test was conducted for the ISSP modules.

5.4 Fielding

The 1999 ISSP module was fielded with the ALLBUS 2000 module, as was the ISSP Environment II module. Fielding began on January 18th 2000 and ended on July 31st 2000. The ISSP module was a self-completion questionnaire administered at the end of the ALLBUS CAPI interview. A total of 1432 questionnaires were completed for the module (921 in western states; 511 in eastern states). 93,5% of ALLBUS respondents agreed to complete the ISSP module. The total ALLBUS response rate was 49,1%. Based on this, the response rate for the ISSP was 44,6% (42,2% in western states; 49,8% in eastern states). While ISSP modules are designed as self-completion questionnaires, for various reasons one-third of the cases were administered as interviews (33,9% in western states; 35,2% in eastern states). In addition, a number of respondents were administered the wrong questionnaire in terms of the split design: 21 respondents got the Social Inequality module instead of the Environment module and 16 respondents got the Environment module instead of the Social Inequality module. These cases are identified in the national German data set (“split”) but the variable for this is removed in the merged international data set.

5.5 Data Editing and Occupational Coding (ISCO 1988)

The fielding institute delivered a formally edited data set to ZUMA. ZUMA carried out additional data editing and prepared the data for merging in accordance with the ISSP 1999 set-up from the ISSP archive. Occupational coding (current or former occupation) was also carried out at ZUMA using the ISCO 1988 scheme. For details of ISCO 1988, see, for example, Appendix I of the cumulative codebook of the GSS, 1972-1998 (Davis and Smith 1999).

6 Data Availability

The data were deposited to the Central Archive for Empirical Social Research at the University Cologne, the official ISSP archive since 1986. Together with Analisis Sociologicos, Economicos y Politicos (ASEP), Madrid, the archive is responsible for merging ISSP data and producing the international merged data sets. The cumulative data file is now available on CD-ROM (ZA no. 3430).

7 References

Davis, James Allan and Smith, Tom W. (1999). *General Social Surveys, 1972-1998*. Cumulative Codebook. Chicago by the National Opinion Research Center.

Koch, A., Wasmer, M., Harkness, J., Scholz, E. (2001). *ZUMA-Methodenbericht 2001/05*. Konzeption und Durchführung der “Allgemeinen Bevölkerungsumfrage der Sozialwissenschaften”(ALLBUS) 2000. Mannheim ZUMA.

Appendix A

The Questionnaires (English and German)

English labels have been added to the German questionnaire for demographic questions. The other background variables were asked in the ALLBUS survey which preceded the ISSP module.

English Questionnaire

German Questionnaire

SECRETARIAT VERSION, August 1998

ISSP 1999 Inequality FINAL QUESTIONNAIRE

[NOTES ON LAYOUT CONVENTIONS]]

LAYOUT CONVENTIONS:

(1) Questions with "V" numbers under 100 (eg V12, V43, V73) are repetition items. PLEASE USE THE SAME WORDING FOR THEM AS YOU USED IN 1992.

(2) {OPTIONAL PHRASES} -- involving clarification or transition between questions, but never the substance of the question -- that you may omit or include (possibly in modified form) according to your best judgment -- are shown in curly brackets { }.

(3) [COUNTRY SPECIFIC MATERIAL] is shown in square brackets and capital letters. For example, for:

"in [COUNTRY] taxes are too high "

you would insert the name of your country, e.g. ...

"in Australia taxes are too high"

or

"in Norway taxes are too high"

(4) [[Material in DOUBLE square brackets like this]] is NOT part of the questionnaire – respondents should not see this material! It is instead notes about concepts and translation, and other materials for the analyst.

(5) Variable numbers refer to the 1992 Inequality Module where possible; others are new. Variable names are from 1992 where possible.

[[ATtribution]]

[[V4]]

1. To begin, we have some questions about opportunities for getting ahead...
First, how important is coming from a wealthy family?

- 1 Essential
- 2 Very important
- 3 Fairly important
- 4 Not very important
- 5 Not important at all
- 8 Can't Choose

[[V10]].

Knowing the right people?

- 1 Essential
- 2 Very important
- 3 Fairly important
- 4 Not very important
- 5 Not important at all
- 8 Can't Choose

[[INEQUALITY PERCEPTIONS]]

[[V325]]:

Do you agree or disagree...

In [COUNTRY] people get rewarded for their effort

- 1 Strongly agree
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Strongly disagree
- 8 Can't Choose

[[v326]]

In [COUNTRY] people get rewarded for their intelligence and skills

- 1 Strongly agree
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Strongly disagree
- 8 Can't Choose

[[v9804]]

To get all the way to the top in [COUNTRY] today, you have to be corrupt.

- 1 Strongly agree
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Strongly disagree
- 8 Can't Choose

[[V21]].

{Next, some questions about inequality...Do you agree or disagree...}

Inequality continues to exist because it benefits the rich and powerful.

- 1 Strongly agree
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Strongly disagree
- 8 Can't Choose

[[V22]].

No one would study for years to become a lawyer or doctor unless they expected to earn a lot more than ordinary workers.

- 1 Strongly agree
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Strongly disagree
- 8 Can't Choose

[[V23]]

Large differences in income are necessary for [COUNTRY'S] prosperity.

- 1 Strongly agree
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Strongly disagree
- 8 Can't Choose

[[V25]].

Inequality continues to exist because ordinary people don't join together to get rid of it.

- 1 Strongly agree
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Strongly disagree
- 8 Can't Choose

[[V312]]

Would you say that you earn...

If you are not working now, please tell about your last job.

- 1 Much less than I deserve
- 2 Less than I deserve
- 3 What I deserve
- 4 More than I deserve
- 5 Much more than I deserve
- 6 Never Worked
- 8 Can't Choose

[[ACTUAL & LEGITIMATE EARNINGS]]

[[These questions should be on facing pages. However, they should NOT be on the same page -- respondents should answer the "actual" earnings questions first, and only then go on to answer the "ought" questions.]]

We would like to know what you think people in these jobs actually earn. Please write how much you think they usually earn each [YEAR/MONTH/WEEK], [BEFORE/AFTER] taxes. Many people are not exactly sure about this, but your best guess will be close enough. This may be difficult, but it is very important. So please try.

[[In 1992, the item asked about YEAR and BEFORE taxes. This should be followed if you asked it this way before. If you did not participate in the 1992 ISSP and you find this formulation problematic, you may use whichever of "year", "month", "fortnight", or "week" is most customary in your nation. Use "before" tax or "after" tax, according to the custom in your nation. For example you might say: "Please write how much you think they usually earn each year before taxes", or "Please write how much you think they usually earn each week before taxes", or "Please write how much you think they usually earn each week after taxes".]]

[[A LARGE NATIONAL CORPORATION--a privately owned corporation that operates throughout the country, not a corporation owned by the government. "Company" is also acceptable in English rather than "corporation".

JUDGE IN XXX COURT--your country's highest appellate court--not a court that originally tries cases, even serious cases, but the highest court of all. For example, in the USA it would be "A judge in the Supreme Court".

CABINET MINISTER--in the national government, so use the word that makes clear sense in your language. For example, in Australia it would be "A cabinet minister in the federal government".

LAWYER--"solicitor" in the British-type systems where barristers are separate.]]

Please write in how
much they ACTUALLY
earn each year

[[V26]] First, about how much do you think a
skilled worker in a factory earns?

[[V27]]. A doctor in general practice?

[[V29]] The chairman of a large national corporation?

[[V30]] A lawyer {-- about how much do they actually earn}?.

[[v28]]. A shop assistant?

[[V33]] The owner-manager of a large factory?

[[V34]] A judge in [COUNTRY'S HIGHEST COURT]?

[[V35]] An unskilled worker in a factory?

[[V36]]. A cabinet minister in the [national] government?

[[V301]]. Your occupation -- about how much do they actually earn?

If not working now, please tell about your last occupation. _____

If you have never worked, please check here.....[]

Next, what do you think people in these jobs ought to be paid -- how much do you think they should earn each year before taxes, regardless of what they actually get...

Please write in how much
they **SHOULD**
earn each year

[[V41]] First, about how much do you think a
skilled worker in a factory should to earn? _____

[[V42]] A doctor in general practice? _____

[[V44]] The chairman of a large national corporation? _____

[[V45]] A lawyer? {-- about how much ought they to earn?}. _____

[[V43]] A shop assistant? _____

[[V48]] The owner-manager of a large factory? _____

[[V49]] A judge in [COUNTRY'S HIGHEST COURT]? _____

[[V50]] An unskilled worker in a factory? _____

[[V51]] A cabinet minister in the [NATIONAL] government _____

[[V302]] YOUR *occupation* -- about how much ought they to earn? _____

If not working now, please tell about your last occupation

If you have never worked, please check here.....[]

[[Policy Questions]]

[[V56]]

Do you agree or disagree...

Differences in income in [COUNTRY] are too large.

- 1 Strongly agree
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Strongly disagree
- 8 Can't Choose

[[V57]]

It is the responsibility of the government to reduce the differences in income between people with high incomes and those with low incomes.

- 1 Strongly agree
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Strongly disagree
- 8 Can't Choose

[[V66.]]

Do you think people with high incomes should pay a larger share of their income in taxes than those with low incomes, the same share, or a smaller share?

- 1 Much larger share
- 2 Larger
- 3 The same share
- 4 Smaller
- 5 Much smaller share
- 8 Can't Choose

[[International redistribution]]

[[v9807]]

Turning to international differences , do you agree or disagree ...

Present economic differences between rich and poor countries are too large.

- 1 Strongly agree
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Strongly disagree
- 8 Can't Choose

[[v9808]]

People in wealthy countries should make an additional tax contribution to help people in poor countries.

- 1 Strongly agree
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Strongly disagree
- 8 Can't Choose

[[Svalfors "buy" Qs]]

[[v401]]

Is it just or unjust – right or wrong – that people with higher incomes can...

Buy better health care than people with lower incomes?

- 1 Very just, definitely right
- 2 Somewhat just, right
- 3 Neither just nor unjust, mixed feelings
- 4 Somewhat unjust, wrong
- 5 Very unjust, definitely wrong
- 8 Can't Choose

[[v402]]

Buy better education for their children than people with lower incomes?

- 1 Very just, definitely right
- 2 Somewhat just, right
- 3 Neither just nor unjust, mixed feelings
- 4 Somewhat unjust, wrong
- 5 Very unjust, definitely wrong
- 8 Can't Choose

[[Conflict]]

[[V67]]

In all countries, there are differences or even conflicts between different social groups. In your opinion, in [COUNTRY] how much conflict is there between...

Poor people and rich people?

- 1 Very strong conflicts
- 2 Strong conflicts
- 3 Not very strong conflicts
- 4 There are no conflicts
- 8 Can't Choose

[[V68.]]

The working class and the middle class?

- 1 Very strong conflicts
- 2 Strong conflicts
- 3 Not very strong conflicts
- 4 There are no conflicts
- 8 Can't Choose

[[V70]]

Management and workers?

- 1 Very strong conflicts
- 2 Strong conflicts
- 3 Not very strong conflicts
- 4 There are no conflicts
- 8 Can't Choose

[[V303.]]

People at the top of society and people at the bottom?

- 1 Very strong conflicts
- 2 Strong conflicts
- 3 Not very strong conflicts
- 4 There are no conflicts
- 8 Can't Choose

[[V72]]

Young people and older people?

- 1 Very strong conflicts
- 2 Strong conflicts
- 3 Not very strong conflicts
- 4 There are no conflicts
- 8 Can't Choose

[[Subjective social class]]

[[V73.]]

In our society there are groups which tend to be towards the top and groups which tend to be toward the bottom. Below is a scale that runs from top to bottom. Where would you put yourself on this scale?

- Top ☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7
☐ 8
☐ 9
Bottom ☐ 10

[[Use either numbered or unnumbered boxes, or numbers, to label the answer categories. Note that the answer categories of this question MUST be laid out vertically with 1 at the top and 10 at the bottom, as shown above.]]

[[V304.]]

And ten years ago, where did you fit in then?

- Top ☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7
☐ 8
☐ 9
Bottom ☐ 10

[[Use either numbered or unnumbered boxes, or numbers, to label the answer categories. Note that the answer categories of this question MUST be laid out vertically with 1 at the top and 10 at the bottom, as shown above.]]

[[subjective social mobility]]

[[V74.]]

Please think of your present job (or your last one if you don't have one now). If you compare this job with the job your father had when you were [14/15/16], would you say that the level or status of your job is (or was)...

- 1 Much higher than your father's
- 2 Higher
- 3 About equal
- 4 Lower
- 5 Much lower than your father's
- 6 I never had a job
- 7 [I don't know what my father did/father never had job/never knew father/father dead]

[[Use the same age here ("14, or "15" or "16") that you use in your question about "father's occupation when you were age X". If you do not mention any particular age in the father's occupation question, use age "15" here. Code 7 is to cover all situations in which the father is absent, has no job, or his job is unknown.]]

[[Legitimate bases of reward]]

[[V77]]

In deciding how much people ought to earn, how important should each of these things be, in your opinion ...

How much responsibility goes with the job -- how important do you think that ought to be in deciding pay?

- 1 Essential
- 2 Very important
- 3 Fairly important
- 4 Not very important
- 5 Not important at all
- 8 Can't Choose

[[V78]]

The number of years spent in education and training?

- 1 Essential
- 2 Very important
- 3 Fairly important
- 4 Not very important
- 5 Not important at all
- 8 Can't Choose

[[V79]]

Whether the job requires supervising others {-- how important should that be in deciding pay} ?

- 1 Essential
- 2 Very important
- 3 Fairly important
- 4 Not very important
- 5 Not important at all
- 8 Can't Choose

[[V80]]

What is needed to support a family

- 1 Essential
- 2 Very important
- 3 Fairly important
- 4 Not very important
- 5 Not important at all
- 8 Can't Choose

[[V81]]

Whether the person has children to support {-- how important should that be in deciding pay} ?

- 1 Essential
- 2 Very important
- 3 Fairly important
- 4 Not very important
- 5 Not important at all
- 8 Can't Choose

[[V82]]

How well he or she does the job {-- how important should that be} ?

- 1 Essential
- 2 Very important
- 3 Fairly important
- 4 Not very important
- 5 Not important at all
- 8 Can't Choose

[[V83.]]

How hard he or she works at the job?

- 1 Essential
- 2 Very important
- 3 Fairly important
- 4 Not very important
- 5 Not important at all
- 8 Can't Choose

[[V311]]

Is your pay just? We are not asking about what you do earn, nor what you would like to earn – but what you feel is just given your skills and effort. Is your pay ...

If not working now, please tell about your last job.

- 1 Much less than is just
- 2 A little less than is just
- 3 About just for me
- 4 A little more than is just
- 5 Much more than is just
- 6 Never had a job
- 8 Can't Choose

[[Pyramid Diagrams]]

[[This is an ASCII version; the "pretty" graphics version won't print in ASCII print. The Drafting-Group will provide camera-ready copy, in the appropriate language, for each country, as well as Microsoft Word files.]]

These five diagrams show different types of society. Please read the descriptions and look at the diagrams and decide which you think best describes [COUNTRY] today ...

Type A. A Small elite at the top, very few people in the middle and the great mass of people at the bottom.

```

      XXX
       X
       X
       X
       X
       X
XXXXXXXXXXXXXXXXXXXXX

```

Type B: A society like a pyramid with a small elite at the top, more people in the middle, and most at the bottom

```

      X
     XXX
    XXXXX
   XXXXXXX
  XXXXXXXXX
 XXXXXXXXXX
XXXXXXX

```

Type C: A pyramid except that just a few people are at the very bottom

```

      X
     XXX
    XXXXX
   XXXXXXX
  XXXXXXXXX
 XXXXXXXXXX
XXXXXXX

```

Type D: A society with most people in the middle

```

      X
     XXX
    XXXXXXX
  XXXXXXXXXX
 XXXXXXXXX
   XXX
    X

```

Type E: Many people near the top, and only a few near the bottom"

```

XXXXXXXXX
XXXXXXXXXX
XXXXXXXXXX
XXXXXXXXX
XXXXXX
XXX
X

```

[[V90.]]

First, what type of society is [COUNTRY] today -- which diagram comes closest?

Type A 1
 Type B 2
 Type C 3
 Type D 4
 Type E 5
 Can't Choose. 8

[[V93.]]

What do you think [COUNTRY] ought to be like -- which would you prefer?

Type A 1
 Type B 2
 Type C 3
 Type D 4
 Type E 5
 Can't Choose 8

[[V94.]]

Now we would like to know where you and other people fit in. Please look at the diagram you think best describes [COUNTRY] today, the one you chose first...

Where would you say you and your family actually are -- at the top, somewhere in the middle, or toward the bottom?

1 Top 1
 2 2
 3 3
 4 4
 5 5
 6 6
 7 Bottom. 7
 8 Can't Choose. 8

[[V95.]]

Where would you say an unskilled worker in a factory fits in?

1 Top 1
 2 2
 3 3
 4 4
 5 5
 6 6
 7 Bottom. 7
 8 Can't Choose. 8

[[V96.]]

The chairman of a large national corporation?

1 Top	1
2	2
3	3
4	4
5	5
6	6
7 Bottom.	7
8 Can't Choose.	8

NOTES AND INSTRUCTIONS ON EXTRA COMPULSORY BACKGROUND VARIABLES

Required background variables.

[[These required background variables can be put anywhere in the questionnaire – for example, with your other demographic and background questions. They need not go with the rest of the ISSP module.

[[Question wording can vary, so long as you get the required information. Normally you would use essentially the same wording in asking about father and mother as you already use in corresponding questions for respondent.]]

[[V142: REQUIRED DEMOGRAPHIC VARIABLE – father’s occupation, ISCO 1988]]

[[COUNTRY SPECIFIC WORDING is allowed so long as it gets this information. Like other demographic and background variables, this question can be put wherever you like in the questionnaire – it need not be with the other ISSP questions.]]

[[The age reference – “when you were 14” in the example below – should preferably be age 14 or 15 or 16. Use that same age in other questions about family background – such as V74 or V502.

[[Answers must be coded to the International Labor Office’s International Standard Classification of Occupations 1988 – the full 4 digit code]]

[[A standard and recommended wording follows. Note that there are 2 questions. The information from both is used in assigning the ISCO code. The questions:]]

When you were 14 years old, what kind of work did your father do; what was his occupation?

DESCRIBE FULLY, USING TWO WORDS OR MORE (Do not use initials or abbreviations)

[[leave space for 3 lines of writing]]

What were some of your father’s main duties? Please write in a description of his duties

[[leave space for 2 lines of writing]]

[[v502: REQUIRED DEMOGRAPHIC VARIABLE – Father supervisor]]

[[COUNTRY SPECIFIC WORDING is allowed so long as it gets this information. Like other demographic and background variables, this question can be put wherever you like in the questionnaire – it need not be with the other ISSP questions.]]

[[This is the same information you currently provide for respondent; presumably you would use similar wording in your question.]]

[[Use the same age here (“14, or “15” or “16”) that you use in your question about “father’s occupation when you were age X”. If you do not mention any particular age in the father’s occupation question, use age “15” here.]]

[[This is the information required:

In his job [when you were 14/15/16], did your father supervise anyone who was directly responsible to him?

No, did not supervise

Supervised between one and 9 persons

Supervised 10 or more persons]]

[[Here is one acceptable wording:]]

In that job, did your father supervise anyone who was directly responsible to him?

No, did not supervise

Yes, supervised 1 to 9 people

Yes, supervised 10 or more

Don’t Know

[[v501: REQUIRED DEMOGRAPHIC VARIABLE – father self-employed/ government worker/ employee of private business]]

[[COUNTRY SPECIFIC WORDING is allowed so long as it gets this information. Like other demographic and background variables, this question can be put wherever you like in the questionnaire – it need not be with the other ISSP questions.]]

[[Definitions of "private", "government" and "self-employed" follow usual ISSP definitions for respondent's own job (these are variables V109 and V110 in the 1992 module).]]

[[The CONCEPT required is:

When you were [14/15/16] your father's employer was...

Private company or business

Government [national, state, or local government]

Self-employed

(can't say)]]

[[One acceptable wording is:]]

Did your father work for a private company, or what?

Employee of a private company or business

Federal, state, or local government employee

Self-employed; in partnership; conducting own business

Other (please specify)

[[V317 REQUIRED DEMOGRAPHIC – Father's education]]

[[Like other demographic and background variables, this question can be put wherever you like in the questionnaire – it need not be with the other ISSP questions.]]

[[COUNTRY SPECIFIC WORDING is allowed so long as it gets this information. Note that the question needs to DISTINGUISH 7 CATEGORIES – NOT LESS! We want to distinguish the usual ISSP education categories, which are similar to those used by the UN.

[[Use wording, suitable to your country. Follow UNESCO definitions of primary, secondary and tertiary but use wording that is suitable and clear for your country. The categories required (not the wording you would use) are:

1. None

2. Incomplete primary

3. Primary completed

4. Incomplete secondary (also includes completed qualifications at a level below academic secondary school completion – for example skilled manual qualifications given by trade schools.)

5. Secondary completed

6. Some tertiary education but less than a university Bachelor's degree (Includes incomplete university. Also includes completed post-secondary courses below university Bachelor's degree level. Examples are qualifications from US junior college, polytechnical institutes in many countries, and other similar post-secondary education.)

7. University completed (Bachelor's degree or higher)

[[One acceptable wording, suitable for a relatively simple education systems, is:]]

How much education did your father have?

1 None

2 Only a few years of primary school

3 Finished primary school

4 Some schooling beyond that (including trade qualifications)

5 Finished secondary school (12 years)

6 Some education beyond year 12, but no university degree

7 Completed university (Bachelors', Master's, or Doctorate degree)

[[V417: REQUIRED DEMOGRAPHIC -- mother's education]]:

[[Same concepts and wording as for father's education, V317]]

[[V318: REQUIRED DEMOGRAPHIC – Books]]

[[COUNTRY SPECIFIC WORDING is allowed so long as it gets this information. Like other demographic and background variables, this question can be put wherever you like in the questionnaire – it need not be with the other ISSP questions.]]

[[Use the same age here ("14, or "15" or "16") that you use in your question about "father's occupation when you were age X". If you do not mention any particular age in the father's occupation question, use age "15" here.]]

[[Information required: You could ask for an exact number but we recommend instead using the following categories (this is easier for respondent to remember, shows the level of precision required, and will probably get less missing data than asking for the exact number):

None
1 or 2
Around 10
Around 20
Around 50
Around 100
Around 200
Around 500
1,000 or more

[[One acceptable wording is:]]

About how many books were there around your family's house when you were [14/15/16] years old?

None
1 or 2
Around 10
Around 20
Around 50
Around 100
Around 200
Around 500
1,000 or more

----- end -----

ISSP 1999 Social Inequality

German ISSP fielded 2000

Bürger aus 35 Ländern sagen ihre Meinung zum Thema:

Soziale Gerechtigkeit

Internationale Sozialwissenschaftliche Umfrage 2000

Listen-Nr.

Lfd. Nr.

Welle

Abrechnungs-Nr.

Datum des Ausfüllens

Hinweise zum Ausfüllen des Fragebogens


Auf die Fragen gibt es weder "richtige" noch "falsche" Antworten.
Antworten Sie bitte so, wie es Ihrer Meinung am besten entspricht.

Bei den meisten Fragen brauchen Sie nur eines der vorgegebenen Kästchen anzukreuzen: ☒
Bei einigen Fragen bitten wir Sie, Zahlen oder Text einzutragen.

Bitte beantworten Sie die Fragen vollständig und in der vorgegebenen Reihenfolge.


1. Beginnen wir mit einigen Fragen über Möglichkeiten, im Leben vorwärts zu kommen.

Bitte geben Sie an, wie wichtig jeder der folgenden Punkte Ihrer Meinung nach ist, um in Deutschland im Leben vorwärts zu kommen.

 Bitte machen Sie in jeder Zeile ein Kreuz!


Wie wichtig ist es Ihrer Meinung nach . . .	Entscheidend	Sehr wichtig	Einigermaßen wichtig	Nicht sehr wichtig	Überhaupt nicht wichtig	Kann ich nicht sagen
• aus einer wohlhabenden Familie zu stammen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• die richtigen Leute zu kennen?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Bitte geben Sie zu jeder der folgenden Aussagen an, inwieweit Sie zustimmen oder nicht zustimmen.

 Bitte machen Sie in jeder Zeile ein Kreuz!

	Stimme stark zu	Stimme eher zu	Weder noch	Stimme eher nicht zu	Stimme überhaupt nicht zu	Kann ich nicht sagen
In Deutschland wird man für seinen Einsatz belohnt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Deutschland wird man für seine Intelligenz und sein Können belohnt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Um in Deutschland heute ganz nach oben zu kommen, muß man korrupt sein	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


3. Bitte geben Sie zu jeder der folgenden Aussagen an, inwieweit Sie zustimmen oder nicht zustimmen.

 Bitte machen Sie in jeder Zeile ein Kreuz!

	Stimme stark zu	Stimme eher zu	Weder noch	Stimme eher nicht zu	Stimme überhaupt nicht zu	Kann ich nicht sagen
Die sozialen Unterschiede bleiben bestehen, weil sie den Reichen und Mächtigen nützen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keiner wird jahrelang studieren, um Rechtsanwalt oder Arzt zu werden, wenn er nicht auch erwartet, viel mehr zu verdienen als ein einfacher Arbeiter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Große Einkommensunterschiede sind für den Wohlstand Deutschlands notwendig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die sozialen Unterschiede bleiben bestehen, weil sich die einfachen Bürger nicht zusammenschließen, um diese zu beseitigen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Nun zu Ihrer persönlichen Situation. Was würden Sie sagen:

Ist Ihr Gehalt / Lohn . . .

 Bitte nur **ein** Kästchen ankreuzen!
Wenn Sie zur Zeit nicht berufstätig sind,
beziehen Sie sich bitte auf Ihre **letzte** berufliche Tätigkeit!

weit weniger als es Ihrer Leistung entspricht? ☐

weniger als es Ihrer Leistung entspricht? ☐

so, wie es Ihrer Leistung entspricht? ☐

mehr als es Ihrer Leistung entspricht? ☐

weit mehr als es Ihrer Leistung entspricht? ☐


Ich war nie berufstätig ☐

Kann ich nicht sagen ☐

5. Bei dieser Frage geht es um das Einkommen in verschiedenen Berufen.

Tragen Sie bitte ein, was man Ihrer Meinung nach durchschnittlich pro Monat in diesen Berufen brutto (vor Abzug der Steuern und Sozialversicherungsbeiträge) verdient.

Falls Sie das nicht genau wissen, genügt uns auch Ihre Schätzung.


 Tragen Sie bitte für jeden der genannten Berufe den geschätzten monatlichen Bruttoverdienst ein.

Wieviel meinen Sie verdient ungefähr . . .

- ein qualifizierter Fabrikarbeiter? DM
- ein praktischer Arzt? DM
- ein Vorstandsvorsitzender eines großen nationalen Unternehmens? DM
- ein Rechtsanwalt? DM
- ein Verkäufer in einem Kaufhaus? DM
- ein Unternehmer mit einer großen Fabrik? DM
- ein Richter am Bundesverfassungsgericht? DM
- ein ungelernter Fabrikarbeiter? DM
- ein Minister im Bundeskabinett? DM
- jemand mit Ihrer eigenen Tätigkeit / Arbeit? DM
(Wenn Sie zur Zeit nicht berufstätig sind,
beziehen Sie sich bitte auf Ihre **letzte** berufliche Tätigkeit)

Ich war nie berufstätig ☐

6. Und wieviel sollten Menschen in diesen Berufen Ihrer Meinung nach durchschnittlich pro Monat brutto (vor Abzug der Steuern und Sozialversicherungsbeiträge) verdienen, unabhängig davon, was sie tatsächlich erhalten?


 Tragen Sie bitte für jeden der genannten Berufe den geschätzten monatlichen Bruttoverdienst ein.

Wieviel meinen Sie verdient ungefähr . . .

- ein qualifizierter Fabrikarbeiter? DM
- ein praktischer Arzt? DM
- ein Vorstandsvorsitzender eines großen nationalen Unternehmens? DM
- ein Rechtsanwalt? DM
- ein Verkäufer in einem Kaufhaus? DM
- ein Unternehmer mit einer großen Fabrik? DM
- ein Richter am Bundesverfassungsgericht? DM
- ein ungelernter Fabrikarbeiter? DM
- ein Minister im Bundeskabinett? DM
- jemand mit Ihrer eigenen Tätigkeit / Arbeit? DM
(Wenn Sie zur Zeit nicht berufstätig sind,
beziehen Sie sich bitte auf Ihre **letzte** berufliche Tätigkeit)

Ich war nie berufstätig ☐

7. Bitte geben Sie zu jeder der folgenden Aussagen an, inwieweit Sie zustimmen oder nicht zustimmen.

 Bitte machen Sie in jeder Zeile ein Kreuz!

	Stimme stark zu	Stimme eher zu	Weder noch	Stimme eher nicht zu	Stimme überhaupt nicht zu	Kann ich nicht sagen
Die Einkommensunterschiede in Deutschland sind zu groß	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Es ist Aufgabe des Staates, die Einkommensunterschiede zwischen den Leuten mit hohem Einkommen und solchen mit niedrigem Einkommen zu verringern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Was meinen Sie: Sollten Leute mit hohem Einkommen einen größeren Anteil ihres Einkommens an Steuern zahlen als diejenigen mit niedrigem Einkommen, den gleichen Anteil oder einen kleineren Anteil?

 Bitte nur **ein** Kästchen ankreuzen!

Leute mit hohem Einkommen sollten . . .

einen viel größeren Anteil ☐

einen größeren Anteil ☐

den gleichen Anteil ☐


einen kleineren Anteil ☐

einen viel kleineren Anteil ☐

ihres Einkommens an Steuern zahlen
als diejenigen mit niedrigem Einkommen


Kann ich nicht sagen ☐

9. Bei den nächsten Fragen geht es um Unterschiede in verschiedenen Ländern. Bitte geben Sie zu jeder der folgenden Aussagen an, inwieweit Sie zustimmen oder nicht zustimmen.

 Bitte machen Sie in jeder Zeile ein Kreuz!

	Stimme stark zu	Stimme eher zu	Weder noch	Stimme eher nicht zu	Stimme überhaupt nicht zu	Kann ich nicht sagen
Die gegenwärtigen wirtschaftlichen Unterschiede zwischen armen und reichen Ländern sind zu groß	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Menschen in reichen Ländern sollten eine zusätzliche Steuer entrichten, um den Menschen in armen Ländern zu helfen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Ist es gerecht oder ungerecht, daß Menschen mit höherem Einkommen . . .

 Bitte machen Sie in jeder Zeile ein Kreuz!

Sehr gerecht	Eher gerecht	Weder gerecht noch ungerecht	Eher ungerecht	Sehr ungerecht	Kann ich nicht sagen
--------------	--------------	------------------------------	----------------	----------------	----------------------

sich eine bessere medizinische Versorgung leisten können als Menschen mit niedrigerem Einkommen?

☐ ☐ ☐ ☐ ☐


☐

ihren Kindern eine bessere Ausbildung zukommen lassen können als Menschen mit niedrigerem ?

☐ ☐ ☐ ☐ ☐

☐

11. In allen Ländern gibt es Gegensätze oder sogar Konflikte zwischen verschiedenen sozialen Gruppen. Wie stark sind diese Konflikte Ihrer Meinung nach in Deutschland?

 Bitte machen Sie in jeder Zeile ein Kreuz!

Sehr starke Konflikte	Starke Konflikte	Eher schwache Konflikte	Gar keine Konflikte	Kann ich nicht sagen
-----------------------	------------------	-------------------------	---------------------	----------------------

In Deutschland gibt es zwischen . . .

Armen und Reichen ☐ ☐ ☐ ☐

☐

Arbeitern und Mittelstand ☐ ☐ ☐ ☐

☐

Arbeitgebern / Unternehmensführung und Arbeitnehmern ☐ ☐ ☐ ☐

☐

Menschen, die gesellschaftlich oben stehen und Menschen, die gesellschaftlich unten stehen ☐ ☐ ☐ ☐

☐

Jungen und Alten ☐ ☐ ☐ ☐

☐

12. In unserer Gesellschaft gibt es Bevölkerungsgruppen, die eher oben stehen, und solche, die eher unten stehen.

Wir haben hier eine Skala, die von oben nach unten verläuft.

a)

Wenn Sie an sich selbst denken:
Wo würden Sie sich auf dieser
Skala einordnen?

 Bitte kreuzen Sie **ein** Feld an!

Oben

Unten

b)

Und wo hätten Sie sich vor 10 Jahren
auf dieser Skala eingeordnet?

 Bitte kreuzen Sie **ein** Feld an!

Oben

Unten

13. Denken Sie bitte an Ihren gegenwärtigen Beruf (oder an Ihren letzten, wenn Sie jetzt nicht berufstätig sind).

Wenn Sie diesen Beruf mit dem Ihres Vaters vergleichen, den er ausübte als Sie 15 Jahre alt waren, würden Sie sagen, daß der Status Ihres Berufs (bzw. Ihres früheren Berufs) . . .

 Bitte nur **ein** Kästchen ankreuzen!

viel höher ist als der Ihres Vaters? ☐

höher ist? ☐

ungefähr gleich ist? ☐


niedriger ist? ☐

viel niedriger ist als der Ihres Vaters? ☐

Ich war nie berufstätig ☐


Vater unbekannt / Vater war nie berufstätig ☐

14. Für die Entscheidung, was jemand verdienen soll:
Wie wichtig sollten Ihrer Meinung nach die folgenden Gesichtspunkte sein?

 Bitte machen Sie in jeder Zeile ein Kreuz!

	Entscheidend	Sehr wichtig	Einigermaßen wichtig	Nicht sehr wichtig	Überhaupt nicht wichtig	Kann ich nicht sagen
Das Ausmaß an Verantwortung, das mit der Arbeit verbunden ist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Die Dauer der allgemeinen und beruflichen Ausbildung	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ob die Arbeit anderer zu beaufsichtigen ist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wieviel Geld erforderlich ist, um eine Familie zu ernähren	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ob Kinder zu versorgen sind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wie gut jemand die Arbeit verrichtet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wie hart jemand arbeitet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Ist Ihr Gehalt / Lohn gerecht?
Damit meinen wir, was Ihrer Meinung nach eine gerechte, d.h. angemessene Bezahlung in Hinblick auf Ihr Können und Ihren Einsatz wäre.

 Bitte nur **ein** Kästchen ankreuzen!
Wenn Sie zur Zeit nicht berufstätig sind,
beziehen Sie sich bitte auf Ihre **letzte** berufliche Tätigkeit!

Ist Ihr Gehalt / Lohn in dieser Hinsicht . . .

weit weniger als gerecht? ☐

weniger als gerecht? ☐

gerecht? ☐

mehr als gerecht? ☐

weit mehr als gerecht? ☐

Ich war nie berufstätig ☐

Kann ich nicht sagen ☐

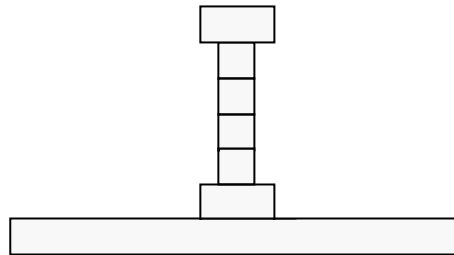
Diagramme zu Fragen auf der gegenüberliegenden Seite

Die folgenden Diagramme stellen verschiedene Gesellschaftsformen dar.

Bitte sehen Sie sich zuerst alle fünf Diagramme und die dazugehörigen Beschreibungen an. Entscheiden Sie dann, welches Diagramm Ihrer Meinung nach der Gesellschaftsform in Deutschland heute am nächsten kommt.

Diagramm (A)

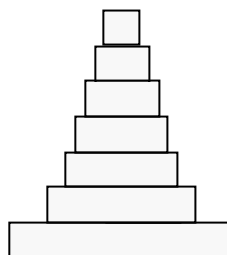
Eine kleine Elite oben, nur sehr wenige Menschen in der Mitte und die große Masse der Bevölkerung unten



1 = oben
2
3
4
5
6
7 = unten

Diagramm (B)

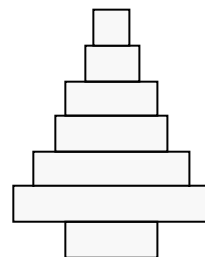
Eine Gesellschaft, die einer Pyramide gleicht, mit einer kleinen Elite oben, mehr Menschen in der Mitte und den meisten Menschen unten



1 = oben
2
3
4
5
6
7 = unten

Diagramm (C)

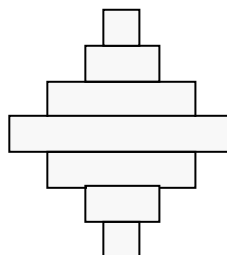
Eine Gesellschaft, die einer Pyramide gleicht, aber mit nur wenigen Menschen ganz unten



1 = oben
2
3
4
5
6
7 = unten

Diagramm (D)

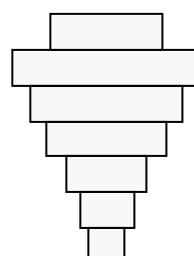
Eine Gesellschaft, in der sich die meisten Menschen in der Mitte befinden



1 = oben
2
3
4
5
6
7 = unten

Diagramm (E)

Viele Menschen im oberen Bereich und nur wenige Menschen im unteren Bereich



1 = oben
2
3
4
5
6
7 = unten

16. Welche Gesellschaftsform hat Deutschland heute?
Welches Diagramm kommt dieser Gesellschaftsform am nächsten?

Bitte Buchstaben eintragen:

Diagramm

☐

Kann ich nicht sagen ☐

17. Und welche Gesellschaftsform sollte Ihrer Meinung nach die Gesellschaft in Deutschland haben?
Welche Gesellschaftsform wäre Ihnen für Deutschland am liebsten?

Bitte Buchstaben eintragen:

Diagramm

☐

Kann ich nicht sagen ☐

18. Jetzt möchten wir wissen, wo Sie und andere Menschen einzuordnen sind.
Betrachten Sie bitte dazu das Diagramm, das Sie bei Frage 16 auswählten,
also die Gesellschaftsform, die Ihrer Meinung nach Deutschland heute hat.
Wo stehen Ihrer Meinung nach Sie und Ihre Familie in diesem Diagramm –
oben, irgendwo in der Mitte oder weiter unten?

 Bitte nur **ein** Kästchen ankreuzen!

1 = oben ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

7 = unten ☐

Kann ich nicht sagen ... ☐

19. Und wo würden Sie einen ungelernten Fabrikarbeiter einordnen?

 Bitte nur **ein** Kästchen ankreuzen!

1 = oben ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

7 = unten ☐

Kann ich nicht sagen ... ☐

20. Und wo würden Sie den Vorstandsvorsitzenden eines großen
nationalen Unternehmens einordnen?

 Bitte nur **ein** Kästchen ankreuzen!

1 = oben ☐

2 ☐

3 ☐

4 ☐

5 ☐

6 ☐

7 = unten ☐

Kann ich nicht sagen ... ☐

21. Zum Schluß einige Fragen zu Ihrem Elternhaus.

Demographic "books at home"

Wie viele Bücher gab es ungefähr in Ihrem Elternhaus, als Sie 15 Jahre alt waren?

- Keine ☐
- Zirka 10 ☐
- Zirka 20 ☐
- Zirka 50 ☐
- Zirka 100 ☐
- Zirka 200 ☐
- Zirka 500 ☐
- 1.000 und mehr ☐

Habe mit 15 Jahren nicht im Elternhaus gelebt /
hatte kein Elternhaus ☐

Bitte Angaben immer für
Vater und Mutter, sofern zutreffend.

Vater

Mutter

22. Als Sie 15 Jahre alt waren, waren Ihr Vater und Ihre Mutter da erwerbstätig?

Demographic WORKSTATUS Father and Mother when R 15 years old

- Ja, war erwerbstätig ☐ ☐
- Nein, war nicht erwerbstätig ☐ ☐
- Er/sie lebt nicht mehr / weiß nicht ☐ ☐

Falls Ihr Vater / Ihre Mutter erwerbstätig waren:

22a Wo war er / sie beschäftigt?

Demographic Father/Mother "employed in public / private sector"

- Im öffentlichen Dienst ☐ ☐
- Als Arbeitnehmer(in) in der Privatwirtschaft ☐ ☐
- Als Selbständige(r) ☐ ☐



mit wie vielen Mitarbeitern?

Anzahl Anzahl

22b Gehörte es zu seinen/ihren beruflichen Aufgaben, die Arbeit anderer Personen anzuleiten oder zu beaufsichtigen?

Demographic Father / Mother "supervise others"

- Nein ☐ ☐
- Ja, und zwar 1 - 9 Personen ☐ ☐
- Ja, und zwar 10 und mehr Personen ☐ ☐

22c Welche berufliche Tätigkeit übte Ihre Mutter damals aus?

Demographic description of mothers occupation

Bitte tragen Sie die genaue Berufsbezeichnung oder Beschreibung ihrer Tätigkeit ein:

Herzlichen Dank für Ihre Mitarbeit!

Falls Sie Anmerkungen und Anregungen haben, fügen Sie diese bitte auf einem getrennten Blatt bei.

Appendix B

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An updated version of addresses, etc., is always available from the secretariat.

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